

**U.S. Department of Education**  
**2012 National Blue Ribbon Schools Program**  
**A Public School - 120H7**

School Type (Public Schools):      ☐ Charter      ☒ Title 1      ☐ Magnet      ☐ Choice  
(Check all that apply, if any)

Name of Principal: Mr. Chris Caleris

Official School Name: Butternut Elementary School

School Mailing Address:      26669 Butternut Ridge Road  
   North Olmsted, OH 44070-3154

County: Cuyahoga      State School Code Number\*: 004424

Telephone: (440) 779-3523      E-mail: chris.caleris@nocseagles.org

Fax: (440) 779-3615      Web site/URL: www.northolmstedschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Dr. Cheryl Dubsky      Superintendent e-mail: cheryl.dubsky@nocseagles.org

District Name: North Olmsted City Schools      District Phone: (440) 779-3549

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Thomas Herbster

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district 7 Elementary schools (includes K-8)  
(per district designation): 1 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
9 Total schools in district
2. District per-pupil expenditure: 13018

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	29	26	55		7	0	0	0
1	35	33	68		8	0	0	0
2	29	28	57		9	0	0	0
3	34	33	67		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								247

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
4 % Asian  
4 % Black or African American  
10 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
75 % White  
7 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 17%  
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <b>to</b> the school after October 1, 2010 until the end of the school year.	13
(2)	Number of students who transferred <b>from</b> the school after October 1, 2010 until the end of the school year.	30
(3)	Total of all transferred students [sum of rows (1) and (2)].	43
(4)	Total number of students in the school as of October 1, 2010	253
(5)	Total transferred students in row (3) divided by total students in row (4).	0.17
(6)	Amount in row (5) multiplied by 100.	17

8. Percent of English Language Learners in the school: 8%  
 Total number of ELL students in the school: 20  
 Number of non-English languages represented: 7  
 Specify non-English languages:

Arabic, Albanian, Chinese, Hungarian, Spanish, Teluga and Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 50%

Total number of students who qualify: 125

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 19%

Total number of students served: 47

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>9</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>6</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>6</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>12</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>7</u>
Paraprofessionals	<u>11</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>4</u>	<u>7</u>
Total number	<u>33</u>	<u>14</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	96%	96%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

## PART III - SUMMARY

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Butternut Elementary School is a single story brick building built on 18 acres overlooking Butternut Ridge Road in North Olmsted, Ohio. Built in 1968, it features both traditional classrooms, as well as three main “pod” areas that were designed in the open concept with no interior walls. Located in the east end of town, a significant portion of the students and families reside in large apartment dwellings, as well as smaller apartment complexes.

Many of the district’s 4,100 students have relocated with their families from urban and inner ring suburban areas in the Greater Cleveland area, as well as from countries all over the world. The North Olmsted community is experiencing changing demographics. There has been a dramatic rise in the number of students who are struggling with poverty due to the difficult economic conditions. The 250 learners in grades K-3 at Butternut Elementary School are a diverse student population. Butternut’s comprehensive educational program includes a continuum of instructional and support services ranging from breakfast, special education, and English Language Learner programs.

In October, 1994 the district Strategic Planning Team formulated our mission statement: *“The mission of the North Olmsted public schools – a partnership of students, staff, parents, and community dedicated to excellence – is to ensure all students learn skills and knowledge to thrive in their future education and work, by providing superior educators, programs, and services - and expectations which maximize each student’s abilities and aspirations.”* Butternut’s mission is that of the entire district.

Butternut Elementary School should be considered a National Blue Ribbon School because the Butternut staff embodies the unwavering and non-negotiable belief that all children can learn and achieve at high levels. Students are performing at high levels because the dedicated and compassionate staff refuses to see challenges as limitations and barriers, and choose rather to embrace challenges as opportunities with responsibility and accountability. They are dedicated to excellence and have high expectations for themselves as well as their students.

High expectations, and the belief that all students can learn and deserve a quality education in spite of their background, have earned Butternut Elementary School students and staff the *School of Promise* award for the past four years. This award recognizes Ohio schools that demonstrate high achievement in Reading and Mathematics for all student subgroups and where 40% or more of the students come from low-income families. In 2010-2011, Butternut Elementary School was one of only 122 schools in Ohio to be recognized with this honor. The percent of economically disadvantaged students at that time was 47%. Student academic performance on the state’s School Report Card for the 2010-2011 school year further earned Butternut Elementary School the designation of *Excellent*. All State indicators and Adequate Yearly Progress were met. The Performance Index Score was 109.6. This score reflects the achievement of every student enrolled for the full academic year on the Ohio Achievement Assessments in Reading and Mathematics.

Other notable accomplishments of the Butternut staff and students over the past five years include the following.

- School designation of *Excellent* by the Ohio Department of Education for the past five years
- Recognition as a *School of Distinction* by the Ohio Department of Education in 2006-2007
- Highest achieving primary school in the North Olmsted City Schools in 2010-2011
- Highest Performance Index score of all nine schools in the district in 2010-2011

- Highest percentage of third grade students in the district passing the diagnostic October 2011 Ohio Reading Achievement Assessment on their first attempt over the past five years
- Consistent level of performance for Students with Disabilities and Limited English Proficient students close to the same as non-disadvantaged students in Reading and Mathematics

In summary, there is much “Eagle Pride” at Butternut Elementary School for the students, staff, parents and community. Despite job losses and home foreclosures at alarming rates, the community made a significant sacrifice to pass a \$7.9 mill operating levy in November 2010. Their belief in our students and schools have allowed our programs and Highly Qualified staff to continue so that student progress and achievement continues to thrive. Local businesses such as Big Lots and Office Max have donated money and supplies for the students, staff and building. There is a high level of parent support and volunteer involvement.

The best students in the world are learning at Butternut Elementary School.



### 1. Assessment Results:

At Butternut Elementary School, student performance is measured by the third grade Ohio Achievement Assessments (OAA) in reading and mathematics. On these assessments, student performance is reported in five levels: limited, basic, proficient, accelerated, and advanced. For each of the five levels of performance, the state provides performance level descriptors for each grade level. For example, in reading, proficient students “usually apply reading comprehension strategies to construct meaning.” Proficient students also “can read and comprehend grade-level texts with little or no teacher support.” The staff of Butternut strives for all students to obtain higher than a proficient level on these assessments. Butternut Elementary School students demonstrated exceptional performance on the 2010-2011 Ohio Achievement Assessments. In reading, 96% of students performed at the proficient level or higher and 98% in mathematics. In addition, adequate yearly progress (AYP) was Met. To meet a test indicator, at least 75% of the students tested must score proficient or higher on that test. Butternut has met every test indicator for the past five years.

Our school standard is that students perform in the accelerated or advanced range on our state assessments. For instance, in reading, advanced students “apply comprehension strategies to develop a thorough and cohesive understanding of what they read.” Advanced students also “can use critical reasoning to evaluate texts and are able to relate their understanding of textual information to other texts or situations.”

After analysis of these descriptors and performance level cut scores, we want our students to achieve in the accelerated and advanced ranges. This maintains the core philosophy that all Butternut students can perform at high levels of achievement.

Based on student performance levels, a Performance Index (PI) Score is calculated. This score reflects the achievement of every student enrolled for a full academic year and can be compared longitudinally to show school achievement trends. The Performance Index is a weighted average, with the greatest weight given to advanced scores. Over the past three years Butternut's PI score increased from 105.1 to 109.6, a significant increase of 4.5 index points.

Butternut has made continual academic progress during the past five years and the achievement of our diverse student population is evident. There are positive performance trends that have developed for all students. We are proud of the academic achievement of all students, including students in the subgroups of economically disadvantaged (ED), students with disabilities (SWD) and limited English proficiency (LEP).

While there is no achievement gap between all students and the test scores of subgroups in the current year, it is important to note that over past five years, an achievement gap is nearly non-existent in all subgroups. Furthermore, our subgroups of students perform at nearly the same level of all students and in some years, out-perform all students.

On average over the past five years, 91.6% of our students have performed at or above the proficient level in reading and 90.6% in mathematics. On our recent state report card, in mathematics, 98% of our third graders performed at or above the proficient level. This is an increase of 15% from the previous year. In reading, 96% of our third grade students performed at the proficient level or higher, an increase of 9% from the previous year.

We are extremely proud of the number of students who are achieving at or above the accelerated level. For example, on average over the past five years, 75.6% of our students have performed at or above

the accelerated level in reading and 52.2% in mathematics. On our recent state report card, 69% of our students achieved this level in mathematics. This is a 21% increase from the previous year.

At Butternut Primary, 50% of students are economically disadvantaged. However, the achievement of the economically disadvantaged subgroup has mirrored that of all students. On the 2010 – 2011 state report card, 95% of Butternut's economically disadvantaged students performed at or above the proficient level in both reading and mathematics. Analyzing further, in mathematics, 59% performed at or above the accelerated, of which 36% performed at the advanced level.

Similar results exist with Limited English Proficient (LEP) students. In the years when LEP is an official subgroup, on average, students performing at or above the proficiency level are 93% in reading and 96.6% in mathematics.

Butternut's success over the past five years and the marked improvement on our last report card are the result of multiple factors. First, it takes a partnership between teachers, students, families, and community and at Butternut these individuals have high expectations for our students and their ability to succeed at high levels. Next, these improvements and high achievement occur because of systematically using student performance data to make instructional decisions and lastly by providing high quality instruction and programming.

We are committed to assisting our students who have demonstrated a need for additional learning supports. There is no "silver bullet" that has allowed us to achieve these levels, but a consistent focus on best teaching practices and doing whatever is necessary for our students.

## **2. Using Assessment Results:**

Butternut Elementary implements a systematic approach to analyzing student assessment results. Developed in 2005, Butternut's Response to Intervention and Instruction (RtII) framework provides the structure and processes to effectively use student assessment results to inform instruction.

All students in Grades K-3 are universally screened three times per year using AIMSweb curriculum based measures in reading and mathematics. In addition, assessment results from Ohio Achievement Assessments, Kindergarten Readiness Assessment-Literacy, the Ohio Test of English Language Assessments and ongoing additional formative assessments are analyzed to determine if students are on target to meet grade level standards.

Butternut's RtII framework includes a three tier model of instructional support: Tier I: Core Instruction, Tier 2: Intervention Support in addition to Core Instruction and Tier 3: Intensive Intervention. Once data are collected for all students, Grade Level/Building Level Data Teams analyze the data to determine appropriate instructional supports for students. Specific criteria have been established to determine the appropriate intervention to implement. For example, for a third grade student, it is important to determine if a student needs comprehension or decoding support for reading.

Any student who is placed in a Tier 2 or Tier 3 support is progress monitored every two weeks using AIMSweb probes. Grade Level/Building Level Data Teams meet six times per year to discuss data and determine the effectiveness of core and intervention instruction. All data team members are provided a "Data Binder" at the beginning of each school to organize student performance data.

Student assessment results are routinely analyzed to determine the effectiveness and response to instruction. This includes not only students who need additional support, but students who need enrichment. Five times a year, our first through third grade students take unit theme based reading assessments that are directly aligned to Ohio Academic Content Standards. The results of the assessments are reported in an item analysis and student's raw scores are correlated to state performance levels: Limited, Basic, Proficient, Accelerated and Advanced. These criterion referenced data report the level

students are at and how close a student is to the next performance level. These assessment data, in addition to previous mentioned assessments, provide critical information about student progress and achievement so that instruction can be appropriately modified to both intervene and enrich.

In addition to assessment data to inform instruction, A Soaring Eagles program is in place for students who need assistance in test taking skills. Each week, for one hour, students who did not pass the Fall reading assessment work on skills related to authentic test assessments. Students develop strategies to help them be more strategic test takers.

Student Assessment results are communicated to families through family literacy nights, parent teacher conferences, awards programs, newsletters, emails, podcasts and through our websites. Parents of Butternut students who are involved in a Tier 2 or 3 support are provided with detailed graphs of their child's progress. In addition to communicating with parents, time is allocated to individually conference with students regarding their progress, providing timely, effective feedback.

It is Butternut's Response to Intervention and Instruction framework that prevents any student from "falling through the cracks". This approach provides appropriate information on student progress to close gaps in their learning. The laser focus on using student assessment data to inform high quality instruction is one of the primary reasons Butternut's students achieve at such high levels.

### **3. Sharing Lessons Learned:**

In our district, our administrative team, consisting of nine Principals, Learning Resource Supervisor, Director of Pupil Services and the Associate Superintendent, meets monthly to discuss curriculum and best teaching practices. The meetings are always instructionally focused and include classroom visitations using McREL's Power Walkthrough methods. This provides principals the opportunity to observe instruction and discuss with one another elements of effective instruction observed. Each month, the meetings are held in a different school in the district.

Currently the district is implementing Robert Marzano's effective teaching practices. These instructional sessions provide principals with the arena to share successful strategies with other schools in our educational community. Since classroom walkthroughs are a part of the meeting, this provides the opportunity to discuss the effective implementation of literacy stations, MAX teaching strategies (*Motivation to engage in learning; Acquisition of new information; eXtension beyond the text*), and guided reading group instruction that is occurring at Butternut.

Additionally the principal of Butternut meets regularly with all of the primary level building administrators to discuss instructional progress, review assessment data and to review new initiatives.

Additionally, time is provided time for teachers to share successful strategies with one another. For example, teachers have participated in cross district training in guided reading, literacy stations, the development of the model classroom project and best teaching practices. Currently, teachers are in the midst of sharing strategies, with regard to our state alignment to common core standards. These interactive and engaging sessions have allowed our staff to share effective practices with other schools in our district.

This level of cross building collaboration has continued with our newest initiative; Kindergarten instructional planning. Our Kindergarten teacher has the opportunity to meet and collaborate with Kindergarten teachers across the district. During this time, she has shared key language arts and mathematics initiatives, including enrichment activities and differentiated reading instruction for our students.

Finally, our district administrative personnel has presented at Ohio Department of Education sponsored conferences, County Educational Service Center programs and national professional organizations on our Response to Intervention and Instruction program.

#### **4. Engaging Families and Communities:**

Butternut school has made a concerted effort to work with our families and community members to ensure the academic and social growth of our students. Our philosophy has revolved around the importance of bringing our families and community into our building on a regular basis. This has provided them with the opportunity to learn about our programs, what we are doing for our students, and to recognize the importance of the education process.

We have accomplished this engagement in a number of ways. First, we have developed and continue to implement several family engagement nights. Our school conducts an annual Meet the Teacher Night that introduces our staff, reviews key academic successes, and provides a brief review of our reading intervention program. We also conduct a Math Family Fun Night in the fall. During this time, parents collaborate with their children on curricular math games. Parents also learn strategies to aid their children with mathematics at home. We also conduct a Family Literacy Nights, where our students once again work with their parents at key reading stations. Attendance at these events is excellent, with more than 95 - 100 participants in attendance. Overall, these family engagement nights provide us with the opportunity to not only educate our parents, but provide them with valuable time to interact with their children.

We have also created a number of events for parents to visit our building. This includes our All-Star Awards Assemblies, publishing of our Superstar Writing contests into a take home journal, two family breakfasts, where the Butternut Staff provides school updates to our families. In the Spring, we host an Eagle Pride Night where our families visit our classrooms and building. They have the opportunity to interact with our staff and view outstanding student work displays. All of these events help Butternut achieve the goal of creating a family and student-centered educational environment.

Finally, Butternut recognizes the importance of establishing key connections with our community members. This has included integral programming with our police and fire departments. We have also received donations from local businesses to support student programing and initiatives.

### 1. Curriculum:

At Butternut Elementary, our curriculum is directly aligned to the Ohio Academic Content standards in all content areas. Kindergarten through third grade students participate in the core content curriculum of mathematics, reading/language arts, science and social studies. We firmly believe in creating a well-rounded curriculum for all our students. This includes students participating in visual arts, music and physical education. Technology is embedded into our daily and weekly instruction. Butternut students also have support through a systematic reading intervention program based on their individual needs. In addition to serving students with disabilities in an inclusion setting, our school also includes three classrooms of students who receive intense interventions due to their disability. This includes students with autism, cognitive disabilities, multiple-disabilities, and medically fragile students. These students require a modified curriculum based on building and enhancing specific functional skills. Specific academic programs and center based units are utilized for these students. They are often included in the general education setting depending on their needs.

Butternut's guidance staff incorporates a social curriculum in various classrooms through the school year. Recently, we implemented the GEAR UP program with our second grade students. This curriculum provides students with the ability to learn what it takes to be a responsible, successful, and engaged student. Our guidance counselor also implements a brief classroom bullying program with several groups of students.

Our goal is to have an engaging curriculum that meets our state standards and reinforces high expectations in students. For instance, our reading/language arts curriculum utilizes a variety of components to establish a successful literacy block. Students in kindergarten through second grade receive a thirty minutes of Foundations, which builds their foundational phonemic awareness skills. Students in all grade levels are involved in differentiated guided reading groups. This allows them to read at their level while completing literacy based activities. Students at all grade levels also participate in literacy stations. The station component of our literacy block allows students the opportunity to critically think in key areas, such as vocabulary enrichment. Finally, students in all grade levels have an embedded writing component in their day. Students participate in free writing activities, journaling through Weekly Wind-Up reflection logs and comprehension-level writing assignments.

Our building utilizes the Everyday Math program, which is aligned to our state standards. Our math curriculum, and the supporting resources of the Everyday Math program, emphasize the need for students to problem solve and use literacy skills in mathematics. There is also a component that requires students to complete math experiments, which encourage higher level thinking and an increased need to analyze in problem solving situations.

At Butternut, our science and social studies curriculum is also directly aligned to state standards. We also utilize these content areas as a way to build and enhance the literacy skills of our students. Butternut utilizes these instructional times to increase student opportunities to develop their reading and writing skills in the content area. Reading across the curriculum is a key component of our overall curriculum.

Finally, as stated above, students have the opportunity to participate in a well-rounded curriculum, which includes visual arts, music, physical education, and a technology component embedded during the school day. All of these key areas are directly aligned to the state standards and provide students with the opportunity to utilize the un-written curriculum of problem solving, teamwork, and the attributes that define a successful student.

## **2. Reading/English:**

At Butternut Elementary School, our reading curriculum and instruction is aligned to the Ohio Academic Content Standards. Daily instruction provides students with diverse reading experience that include the opportunity to work in a whole group, small group, and interactive settings. Our teachers also implement an anthology based program from which they can pull resources.

We provide students with the opportunity to work on their reading skills in a variety of settings, in order to give them the most meaningful experience. Our literacy block is diverse, interactive, and very student-centered. For example, students receive instruction on a main theme for a portion of their language arts block. During this time, they are often participating in discussion activities that require their involvement. Students will also participate in a small group guided reading session. These small group, guided sessions provide students the opportunity to work with books at their level and participate in meaningful discussion about the text. Students will also engage in literacy stations, which focus on a wide array of activities such as vocabulary enrichment. These activities allow students to think for themselves, analyze key information, and develop the skills necessary to be a fluent reader.

Finally, our staff also emphasizes the importance of having students read independently during the school day. You will see our students engaged in their classroom libraries or with individual book boxes. There are activities, often writing based, that will enhance their reading comprehension.

At Butternut we understand the importance of developing the foundational reading skills of our students. In grades K-2, students participate in the Wilson Foundations program in the core curriculum. This is a systematic, multi-sensory approach to teaching phonics. Students are consistently monitored through our Response to Intervention and Instruction model using AIMSweb probes. This allows us to provide students with a Tier 2 "double dose" of small-group intensive reading instruction to students at all grade levels. Tier 2 reading intervention programs include: Foundations, Early Success and/or Soar to Success, which focuses on comprehension. We are able to track their progress and improvement as they receive this additional reading intervention. Students who are performing above grade level receive enrichment in the classroom through guided reading or additional differentiated instruction.

Butternut provides diverse and meaningful reading experience to our students.

## **3. Mathematics:**

Butternut uses the Everyday Math program, which aligns with the academic content standards in the state of Ohio. The Everyday Math program utilizes a spiral approach, where our K-3 students are exposed to key mathematical components several times throughout the program. The Everyday Math program is a challenging program based on student-problem solving.

Our staff utilizes the many resources the program has to offer. This includes a student math journal that encompasses student problem-solving boxes. Problems are presented in a wide variety of ways and formats. Teachers also engage students in Everyday Math games like Name That Number or Math Top It. These student games are completed in a small group format and aid students in developing the number sense necessary to be a successful math student. Our teachers also implement many small group experiments, like those seen in measurement, to engage students in meaningful ways. Students also complete Math Home Links that provide parents necessary information to help their children complete assignments.

Overall, the Everyday Math program fits into our core instructional philosophy of creating opportunities for student engagement and analysis. Staff members use components of this program to create interactive math stations focused on problem solving that require students to utilize their literacy skills. During this time, you will often see teachers facilitating and asking students probing questions.

The math skills of our students are monitored through our AIMSweb probes. Graphs and data trends are readily available in problem solving and math computation. This allows our teachers to make informed decisions regarding math instruction. Additionally, students may also be placed by a teacher in a math enrichment group to provide them with extra problem solving opportunities.

A select group of students performing below grade level participate in a Math Morning Tutoring program, which allows our students to receive small group, intense mathematics intervention. These students are selected by specific criteria and data. Our Everyday Math games often become the framework for these sessions.

Finally, we also offer a Math Club for all students. During this after school extra-curricular activity, students work on a variety of math skills, activities, and projects. It is critical that our students develop a strong number sense and conceptual understanding of mathematics.

#### **4. Additional Curriculum Area:**

At Butternut, we pride ourselves in providing students with a well-rounded educational experience. At our school, students participate weekly in Art, Music and Physical Education. These classes are instructed by teachers that are licensed and specialists in these areas. In the midst of core academic accountability, it has remained critical to the district and Butternut to provide all students the opportunity to be involved in art, music and physical education.

In **Art**, our students complete activities and learn skills that directly tie into our mission of ensuring all students learn skills and knowledge to thrive in their future education and work.

In a Butternut Art class, students complete activities that promote our curriculum on a consistent basis. They are encouraged to complete a wide array of projects that meet various modalities of student learning. Projects include an Eric Carle study and projects that tie into key math topics, such as geometric design. Students are also encouraged to complete reflections on their projects. Finally, students participate in pair-share activities with their classroom peers. These strategies are specific to our instructional building focus.

Our Art program is adaptive for our Multi-Handicapped students. In this program, our instructor utilizes strategies to meet the needs of students with severe disabilities. They experience the enjoyment of painting, problem solving, and critically thinking at their individual levels.

Our program also becomes a partnership with our community and families. For instance, student art projects are displayed on a web based program for parents to view. This allows our families to view the creative activities that students are developing. Students are also involved with the PTA's annual Reflection Contest.

Ultimately, our visual arts program has its culminating night with our Spring Art Show. At this event, parents once again have the opportunity to visit our building and view the student-centered projects students are creating. This night also reinforces the curricular nature of the art work. Parents can see the mathematical components in geometric projects. They can also see the language arts characteristics that are evident in the activities. Overall, this night again reinforces how our visual arts program supports the curricular and social vision of our building.

#### **5. Instructional Methods:**

In our school, differentiated instruction is encompassed in all classrooms. We recognize that students learn at different levels and have different needs. The instructional methods we utilize in the classroom are key to ensuring this differentiation. Through the use of systematic data collection, we are able to implement this differentiation.

Butternut Elementary has a diverse student population. Over 45% of our students are considered economically disadvantaged. We also have students with special needs, including 24 Multi-Handicapped students. We also have a Limited English Proficient population, where students may require extra classroom support and resources. Finally, we also have students identified as gifted in our classrooms.

All students are integrated into an inclusive environment, where modifying or supplementing the core instruction is often needed. For example, as stated earlier, students are often provided a small group reading intervention program each day. This can be used to boost their foundational skills or aid in comprehension. Depending on the individual need, students may even be provided this reading intervention as a special education student. Students identified with a learning disability are included in classroom core instruction. Extra classroom supports and modifications may be made to meet their specific needs. Nevertheless, the primary instructional strategy used to meet the needs of these learners and our LEP learners is the concept of co-teaching. The intervention specialists and classroom instructor plan and often teach together to provide these students with their needs in the general education setting. Instruction for our gifted students is also differentiated through various enrichment groups, activities, and projects.

We have also continued to support our instruction through the use of technology. All classrooms are equipped with interactive white boards and the ability to access interactive software, such as BrainPop. Student response systems are used for formative assessments during instruction. Teachers are beginning to be trained on using iPads as instructional tools in the classroom. The focus is to use these technological tools to further provide our students with enrichment opportunities.

At Butternut, we believe that all students can learn by utilizing engaging and meaningful learning activities.

## **6. Professional Development:**

At Butternut Elementary and in the North Olmsted City Schools, teachers are actively engaged in a variety of professional development opportunities. All staff members participate in professional development experiences to enhance their instructional practices that result in increased student achievement. Professional development planning is based on student assessment data and the needs of our diverse student population.

Teachers participate in the Model Classroom Project. This professional development initiative provides teachers with a framework of best teaching practices, including setting clear learning targets, the importance of Bloom's taxonomy, questioning skills, using a variety of assessments, providing specific feedback, and reflecting on learning. Teachers participate in professional development sessions on MAX Teaching. MAX Teaching incorporates interactive language arts strategies to use in the classroom, such as pair-shares, paired reading and anticipation guides that assist students with reading in content areas. Our team has also participated in training sessions on the importance of guided reading groups and literacy stations in our literacy block. These strategies continue to be part of the foundation of our language arts program. Additionally, our team has worked closely with our literacy specialist on key topics, such as writing and differentiating for students reading at various levels. Teachers have also participated in a professional development book study with our literacy specialist.

Our district provides and teachers participate in various professional development workshops to meet the needs of some of our diverse student subgroups. For instance, special education workshops have been developed to work with students with ADHD, Autism, and Multiple Disabilities. These beneficial sessions have provided our team with key strategies when working with students. Our district has also made a concerted effort to meet the needs of our Limited English Proficient students through the implementation of the Sheltered Instruction Observation Protocol (SIOP) framework. This program focuses on high quality teaching practices to make the content comprehensible to our LEP learners.



Finally, the district provides and teachers participate in professional development to build technology skills with use of interactive whiteboards, student response systems and iPads.

## **7. School Leadership:**

Our leadership philosophy has revolved around leading with hope, heart, and a determined focus. First, you have hope for all students and their academic and social growth. Next, you have heart while doing it. This genuine caring for our students and their well-being is necessary in order to create a student-centered educational environment. Finally, our team has a determined focus to do whatever is necessary to ensure the success of our students.

This leadership philosophy is not just expressed by our principal, but by all staff members. Each member of our team is a leader in our building. They are all responsible in some way for ensuring that our students feel successful, comfortable, and excited to learn each and every day.

Our building has one principal, who is responsible for cultivating this educational climate and creating a positive educational environment. This person is responsible for providing a clear instructional focus for our teachers based on student achievement through regular instructional data meetings, curricular meetings, and the development of an academic and cultural building vision. The principal also allocates resources to the staff to meet the needs of our students. For instance, this school year significant resources have been allocated to build up individual classroom libraries. This has included a wide variety of texts and other materials. Resources have also been allocated to develop the building's leveled library, so teachers can effectively differentiate guided reading groups.

As stated above, the principal has cultivated our building focus, but is not its only leader. Every month, our principal has a meeting with a Building Leadership Team during which ideas, initiatives, and new programs are discussed. For example, the Butternut Book Swap was established at one of these meetings. This program allows students to trade in an old book for a new book each week. Finally, our principal meets weekly with a building literacy specialist. In these meetings, building philosophy and activities are discussed. This literacy specialist also takes on a leadership role by modeling lessons each week for our staff.

Finally, our third grade students take on a leadership role. We have approximately 20 students who participate in our "Eagleteer" program, which focuses on improving leadership skills at our school.

Again, at Butternut, we lead with hope, heart, and a determined focus on our students and their well-being.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Ohio Achievement Assessment

Edition/Publication Year: 2010-2011 Publisher: Ohio Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient, Accelerated and Advanced	98	80	91	89	95
% Accelerated and Advanced	69	48	48	46	50
Number of students tested	48	54	67	71	64
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	4	3	3
Percent of students alternatively assessed	2	4	6	4	5
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient, Accelerated and Advanced	95	83	89	83	92
% Accelerated and Advanced	59	42	41	33	42
Number of students tested	22	24	27	30	26
<b>2. African American Students</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient, Accelerated and Advanced			79	90	100
% Accelerated and Advanced			43	70	50
Number of students tested			14	10	10
<b>5. English Language Learner Students</b>					
% Proficient, Accelerated and Advanced	90			100	100
% Accelerated and Advanced	70			50	38
Number of students tested	10			10	13
<b>6.</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>NOTES:</b>					
In 2010- 2011 and 2009 - 2010, there were less than 10 students in the subgroup of Special Education Students. In 2009 - 2010 and 2008 - 2009, there were less than 10 students in the English Language Learner subgroup.					

12OH7

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Ohio Achievement Assessment

Edition/Publication Year: 2010-2011 Publisher: Ohio Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient, Accelerated and Advanced	96	87	91	89	95
% Accelerated and Advanced	73	76	73	72	84
Number of students tested	48	54	66	71	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	4	3	3
Percent of students alternatively assessed	2	4	6	4	5
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient, Accelerated and Advanced	95	83	92	80	92
% Accelerated and Advanced	68	75	73	63	72
Number of students tested	22	24	26	30	25
<b>2. African American Students</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient, Accelerated and Advanced			86	80	
% Accelerated and Advanced			64	70	
Number of students tested			14	10	
<b>5. English Language Learner Students</b>					
% Proficient, Accelerated and Advanced	90			90	100
% Accelerated and Advanced	70			80	92
Number of students tested	10			10	13
<b>6.</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>NOTES:</b>					
In 2010- 2011, 2009 - 2010 and 2001 - 2007 there were less than 10 students in the subgroup of Special Education Students. In 2009 - 2010 and 2008 - 2009, there were less than 10 students in the English Language Learner subgroup.					

12OH7

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient, Accelerated and Advanced	98	80	91	89	95
% Accelerated and Advanced	69	48	48	46	50
Number of students tested	48	54	67	71	64
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	4	3	3
Percent of students alternatively assessed	2	4	6	4	5
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient, Accelerated and Advanced	95	83	89	83	92
% Accelerated and Advanced	59	42	41	33	42
Number of students tested	22	24	27	30	26
<b>2. African American Students</b>					
% Proficient, Accelerated and Advanced	0	0	0	0	0
% Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
% Proficient, Accelerated and Advanced	0	0	0	0	0
% Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
% Proficient, Accelerated and Advanced	0	0	79	90	100
% Accelerated and Advanced	0	0	43	70	50
Number of students tested	0	0	14	10	10
<b>5. English Language Learner Students</b>					
% Proficient, Accelerated and Advanced	90	0	0	100	100
% Accelerated and Advanced	70	0	0	50	38
Number of students tested	10	0	0	10	13
<b>6.</b>					
% Proficient, Accelerated and Advanced	0	0	0	0	0
% Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					
In 2010- 2011 and 2009 - 2010, there were less than 10 students in the subgroup of Special Education Students. In 2009 - 2010 and 2008 - 2009, there were less than 10 students in the English Language Learner subgroup.					

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# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient, Accelerated and Advanced	96	87	91	89	95
% Accelerated and Advanced	73	76	73	72	84
Number of students tested	48	54	66	71	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	4	3	3
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<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient, Accelerated and Advanced	95	83	92	80	92
% Accelerated and Advanced	68	75	73	63	72
Number of students tested	22	24	26	30	25
<b>2. African American Students</b>					
% Proficient, Accelerated and Advanced	0	0	0	0	0
% Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
% Proficient, Accelerated and Advanced	0	0	0	0	0
% Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
% Proficient, Accelerated and Advanced	0	0	86	80	0
% Accelerated and Advanced	0	0	64	70	0
Number of students tested	0	0	14	10	0
<b>5. English Language Learner Students</b>					
% Proficient, Accelerated and Advanced	90	0	0	90	100
% Accelerated and Advanced	70	0	0	80	92
Number of students tested	10	0	0	10	13
<b>6.</b>					
% Proficient, Accelerated and Advanced	0	0	0	0	0
% Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					
In 2010- 2011, 2009 - 2010 and 2001 - 2007 there were less than 10 students in the subgroup of Special Education Students. In 2009 - 2010 and 2008 - 2009, there were less than 10 students in the English Language Learner subgroup.					

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